



**WALLINGFORD-SWARTHMORE
SCHOOL DISTRICT
CENTRAL OFFICE ADMINISTRATIVE
REORGANIZATION REPORT**

Presented to: **WSSD BOARD OF DIRECTORS** | *MONDAY, FEBRUARY 28, 2022*
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TABLE OF CONTENTS

A. CONTEXT OF PROPOSAL..... 3

B. PROGRAMMATIC RATIONALE..... 5

C. HISTORICAL OVERVIEW 8

D. SUMMARY OF PROPOSED ADMINISTRATIVE CHANGES 10

E. NARRATIVE DETAILING TIER 0/ TIER 1 CHANGES..... 11

F. APPENDICES

 I. CURRENT ADMINISTRATIVE STRUCTURE..... 15

 II. PROPOSED ADMINISTRATIVE STRUCTURE..... 16

 III. CURRENT POSITION DESCRIPTIONS

 1. ASSISTANT TO THE SUPERINTENDENT FOR MANAGEMENT SERVICES 17

 2. DIRECTOR OF EDUCATION..... 20

 3. ASSISTANT DIRECTOR OF EDUCATION 23

 4. TEACHER ON SPECIAL ASSIGNMENT (MATHEMATICS & SCIENCES)..... 26

 IV. COST ANALYSIS OF CURRENT VS. PROPOSED STRUCTURE..... 29

 V. NEW VACANCY ANNOUNCEMENTS

 1. ASSISTANT SUPERINTENDENT 30

 2. DIRECTOR OF ELEMENTARY TEACHING, LEARNING & INNOVATION 34

 3. DIRECTOR OF SECONDARY TEACHING, LEARNING & INNOVATION 38

 4. DIRECTOR OF STEM TEACHING, LEARNING & INNOVATION 42

CONTEXT OF PROPOSAL

Whether public or private, all organizations are governed by the dual yet interrelated principles of structure and function. In education, form and function can be interpreted to mean resource management and instructional delivery. At all levels of school hierarchy, from the classroom to central administration, all actors are responsible for ensuring efficient, economical, and efficacious use of resources to provide the highest level of teaching and learning in the service for all students. While instructional delivery is a central component of the classroom environment, school administrators are charged with stewardship these resources. When resources, human or otherwise, are not used optimally, it is incumbent on the highest levels of school leadership to reallocate said resources to ensure classroom and building educators can perform their duties with the highest quality of service.

Within this context, the concept of school (re)organization is grounded; essentially, it is a philosophical rationale for how schools arrange resources (e.g., human, time, space, monies) to achieve a maximal positive effect on student learning. In turn, this rationale guides the development of a framework within which decisions are conceived and executed; lines of authority, roles, and responsibilities are defined; communication is channeled; and institutional intent is made graphic. Each school (and, by extension, school district) administrative team is organized to meet specific district organizational goals. In the case of a public school system, its overriding mission is to improve student academic outcomes as it is legally mandated to do so for every child that resides within its jurisdiction; no other institution is charged with such a weight of responsibility.

Unfortunately, the current administrative structure within the Wallingford-Swarthmore School District is ineffective in providing optimal instructional delivery and encourages unsustainable resource usage. As illustrated in Appendix I, which is a schema of the current administrative structure, it lacks a clear hierarchy of communication and duties resulting in predictable communication gaps as the result of departments and directors working independently of one another “silo approach” with building-level administrators and classroom educators left alone to address programmatic and educational challenges. Unsurprisingly, duties and responsibilities are fragmented due to their dispersion between multiple departments, resulting in an evident lack of accountability or placement in incorrect departments altogether. Further compounding this issue is when administrators who do not possess the appropriate skill set(s) are charged with oversight of a department.

It is essential to clarify that this analysis is not the result of some mere conjecture or speculation but rather the product of the very individuals who labor under it. For instance, upon assuming the superintendency, I embarked on a project to learn how I could support those I supervise. Building level administrators shared that they “don’t know what some of the folks at central office do” and “need better sense who does what and how they plan on better supporting the buildings”. This sentiment was not confined to only those persons who had occupied their positions for long periods, but even those who recently assumed newly created positions readily admitted a lack of clarity concerning their role, with one

such individual noting, “I have no idea of my role/responsibility as I had to craft that on my own.” It was clear after conducting these informal interviews that a unifying theme bound all of these experiences - the lack of vision from the most senior administrators. Without such a vision and accompanying plan to execute it, the role of central office degenerated from one of leadership and innovation to managing stagnation and even presiding over decline. In short, the system had atrophied, and it was clear to me that a new conceptualization was needed to imbue vitality into the district’s operations.

After serving in this position for eight (8) months, it became abundantly clear that the structure could not be reformed from within as the individuals and positions they occupied had become embedded in the *modus operandi*. In the words of Jim Collins, author of *Good to Great*, you need to “get the right people on the bus (and the wrong people off the bus) and then get the right people in the right seats to move your organization from good to great.” The Good to Great framework behooves organizational leaders to take a critical look at their people and the roles of these individuals before determining the direction of the organization. In effect, it requires said leaders to explicitly connect how the challenges and opportunities of tomorrow can (or cannot) be addressed with today’s framework, tools, or resources. In essence, it calls for a new approach to *doing* by encouraging deliberate *thinking*.

As I enter my ninth month as the Superintendent of Schools, I have had the opportunity to engage in a myriad of community activities and conversations that showcase and highlight the experiences of our students, staff, administrators, parents/guardians, and community members. These interactions have been an invaluable source of thought as I continue to critically assess and strategically formulate ways our schools can better serve our students, staff, and families. What continually energizes and inspires my commitment to this work in this community is the overwhelming passion that each stakeholder holds for this District. Because of that passion for such a noble enterprise, there was a near-universal consensus for new approaches towards realizing our core mission, vision, and beliefs.

The administrative reorganization proposed in Appendix II was developed to execute the district’s mission and vision with fidelity by critically addressing the gaps mentioned above in communication that has resulted in poor management. This reorganization will allow the Wallingford-Swarthmore School District (WSSD or “District”) to build and strengthen an aligned, consistent, high-quality, and equitable curriculum across all school sites. I believe that the proposed changes in summation will help narrow the gaps, accelerate achievement, and better leverage the organization’s strengths through a resource-conscious perspective. Furthermore, the reorganization structure will better prepare the district to meet the challenges and opportunities identified in our forthcoming Curriculum Audit, Equity Audit, and Communications Audit. Finally, the reorganization will better prepare the district to successfully implement and execute the goals and objectives of the resulting five-year Strategic Plan.

PROGRAMMATIC RATIONALE

Before the search process for the next Superintendent of Schools for the Wallingford-Swarthmore School District, the Board of Directors consulted with a search firm to frame and lead the search process. At the time, the Board of Directors and other stakeholders were interviewed to share their experiences, hopes for the new superintendent, and insight regarding potential growth areas. Throughout that dialogue, a consistent theme emerged that spoke to the need to think strategically about organizational and instructional leadership across the entire organization. Consequently, one of my first duties as the incoming Superintendent was to speak with each administrator; in those meetings, they shared concerns about the organizational structure, roles, responsibilities, and lack of clarity within the organization's framework. The same sentiments were echoed in my community conversations.

Over the last five (5) years, the District has suffered significant gaps in achievement and growth outcomes as measured by state standardized testing (i.e., PSSA and Keystone Exams). Regrettably, the standardized test scores in English/ Language Arts and Mathematics are not commensurate with districts that share a similar socioeconomic demographic, financial investment in public education, and overall reputation/ rankings. An analysis of these quantitative outcomes by the Hanover Research (HR), a global research and analytics firm, speaks to these egregious disparities, particularly for the most academically vulnerable student subgroups:

1. HR found consistent opportunity gaps in academic and behavioral outcomes amongst students. From 2016-2021 the following student groups were persistently underrepresented in student success outcomes and overrepresented in early warning indicators outcomes: Black/African-American students, Hispanic students, Title I students (low-income as defined by those receiving free or reduced lunch), and special education students (those with Individualized Education Plans, "IEPs"). (These groups will henceforth be collectively termed historically underperforming students, "HUS.")
2. Evidence from state assessment and course outcomes indicates gaps in academic performance exist starting in the earliest observed grades. HUS groups exhibited proficiency level gaps beginning as early as Grade 3 for the state assessments in mathematics and English/ Language Arts and Grade 6 for enrollment in advanced course work and academic achievement defined as a grade point average (GPA) or 3.0 or higher. These findings also hold for other state assessment subjects and persistent later grades.
3. HUS groups are more likely than their peers to be cited for disciplinary infractions and more likely to be suspended overall. Between seven (7) and nine (9) percent of the students in these groups will receive at least one (1) citation for a disciplinary infraction during the school year compared to two (2) percent of students overall. Meanwhile, between six (6) to eight (8) percent of students in these groups receive at least one (1) suspension during the school year, compared to two (2) percent of students overall.
4. The Hanover Equity Dashboard shows that HUS groups are underrepresented in almost every academic

indicator measured, such as but not limited to (1) Grade Point Average, (2) Keystone Algebra I, (3) Keystone Biology, (4) Keystone Literature, (5) PSSA ELA Proficiency, (6) PSSA Math Proficiency, (7) PSSA Science Proficiency, and (8) enrollment in advanced coursework (e.g., Honors/AP), and over-represented in early warning indicators such as, but not limited to, course failures, disciplinary infractions, suspensions, and special education. From 2016-2018, the report details that HUS groups were underrepresented in six (6) academic categories. A compounding effect was noted in 2019 when Black/African-American *special education* students continued to be underrepresented in all eight (8) categories. Title I students of any racial/ ethnic background were underrepresented in seven (7) of the eight categories whereas, in 2020, Black/African-Americans *Title I* students were underrepresented in six (6) of the eight (8) categories.

5. From 2016-2021, Black/African-American proficiency range on PSSA/Keystones was 26%-61% compared to White students' range of 78%-94% and Asian students' range of 83%-92%. Students' proficiency range with an IEP was 25%-54%, and that of Title I/ Economically Disadvantaged students was 36%-79%.

While the findings for HUS groups are well researched and well documented nationally, it is regrettable that the WSSD, which spends nearly \$10,000 per student more than its lower-performing districts in the county, mirrors these districts on almost every achievement indicator. Perhaps equally disconcerting is that these achievement gaps have not narrowed and, at best, have stagnated and exacerbated at worst. One observable factor contributing to this state of affairs is the current administrative culture in which specific departments have been consistently unsupervised, directed by inadequate leadership, and have had little to no accountability measures superimposed upon them. In the subsequent pages, this proposed administrative reorganization seeks to remedy these shortcomings through bold and immediate reform to arrest performance decline and stimulate growth. Thus, the undergirding principle guiding this reorganization is the need to strengthen underperforming departments, particularly in academic and student support programming, to allow a more direct, ongoing monitoring of the districts' K-12 instructional program, emphasizing student achievement, student as well as teacher growth, and accountability.

Our District's mission is encapsulated in four fundamental words - Respect, Engagement, Excellence, and Leadership (R.E.E.L.), which are embedded in our mission statement. Within our vision, we, as educators, are committed to ensuring high-quality programming, continuous improvement, and integration of effective practices that will provide students with the skills necessary to succeed in a dynamic and transnationally interconnected environment. Accordingly, the R.E.E.L. approach should not be seen as a mere philosophical adage but rather a commitment that the work we do as educators has an indelible impact on students' lives well after they leave our schools. As a school district that reflects the values of our community, it behooves those administrators whom you have entrusted with educating our community's youth to serve as organizational leaders who serve not only as agents of deliberate change but also leaders who can inspire others to adopt the

very values of shared responsibility that enriches and strengthens our community.

When developing my Entry Plan, I spoke to stakeholders about the need to execute a three-phase approach to ensure that the District can rediscover its mission and values and recommit herself to this work at a critical time in the history of our community and society. I repeatedly have argued that this time is pregnant with opportunities for both the “pursuit of excellence” and to model the practices and policies that can make us a “World Class District.” Additionally, I shared that we were “opportunities to strengthen our organization and find new ways to provide exceptional learning opportunities and experiences to the students we serve in the district. This work cannot happen without collective innovation, exploration, collaboration, and a clear focus on the instructional core.” Finally, I shared my belief in our mission statement and that to meet those goals, we need to focus on some key areas:

1. Champion and lead the belief that the fundamental purpose of schooling is to nurture both students and faculty to achieve high levels of teaching and learning.
2. Establish a collaborative culture where exploration, innovation, and risk-taking are not only encouraged but rewarded.
3. Focus on results that give evidence of accomplished teaching and learning.
4. Leverage the collective knowledge and experiences of the community to increase engagement and support for all students.

I believe that this proposed reorganization seeks to make the spirit of those words corporeal. Although admittedly, it is not a panacea for addressing the District’s deeply embedded inequities, it is nonetheless a bold step towards reviving an institution that is steep in promise.

HISTORICAL OVERVIEW

In many respects, the proposed administrative changes summarized on the subsequent pages and visualized in Appendix II were not created *ex nihilo*. Rather these changes should be interpreted within the context of the District's own historical administrative evolution. In what can be construed as a function of the unchecked strain on resources, human and financial, the current administrative structure attempted to remedy the very issues it ultimately conserved and, in some cases, exacerbated. Constraining such growth necessitates the need to critically assess not only the efficacy of the structure itself but also the personnel who occupy its various roles.

One such position is the Assistant to the Superintendent for Managements Services, which unlike a traditional assistant superintendency, is a non-commissioned position that essentially functioned as a special adviser to a former superintendent. As this position never existed in the history of the District, it should come as no surprise that the position has morphed over the course of its existence from assessing/ directing the district's security framework to leading the District's COVID-19 response, a duty that would likely not have been envisioned when the position was created in 2019. However, as its title suggests, the position had little to no instructional leadership responsibilities over the two core functions of the District – academic programming and student academic/ behavioral services. Over time, the functions of this position have become dispersed as other positions have evolved to absorb those responsibilities (e.g., the Director of Human Resources and Operations positions were split into a distinct Director of Human Resources and Director of Operations positions), resulting in a now vestigial position with a floating purpose. (**Appendix IV.1** *provides details regarding the original roles and responsibilities of this position.*)

With respect to academic supports, the positions of Director of Education and Assistant Director of Education are recent creations. Prior to 2020, the District possessed a *Director of Elementary Education* and a *Director of Secondary Education*. However, upon departure of the *Director of Elementary Education* (JAN 2020), the positions were consolidated into the current Director of Education position (MAY 2020) with the hire of an Assistant Director of Education soon thereafter (JUNE 2020). Additionally, these positions have been supported for the past several years with Teachers on Special Assignments (ToSAs), who have provided supplemental content knowledge expertise in STEM (science, technology, engineering, and mathematics) related areas. However, despite the various combinations/ permutations of positions and responsibilities, the District's academic performance, particularly for HUS groups, remains stagnant as evidenced by the HR findings in the previous section. (**Appendix IV.2, IV.3, and IV.4** *provides details regarding the duties and functions of the extant Director of Education, Assistant Director of Education, and ToSA for Mathematics & Science, respectively.*)

With respect to student services, the District's gaps in providing effective student supports are historic - dating back to the late 2000s when poor delivery of special education services spurred a substantial rise in special education related litigation. In 2007, an *Assistant Director Student Services* was hired to assist the then *Director of Student Services* with programmatic improvement. Upon retirement of said Director of Student Services, the Assistant Director was promoted to a *Director of Elementary Student Services* and a *Director of Secondary Student Services* was created in lieu of the former directorate. These positions existed in tandem evolving into the current Director of Student Services (Individualized Learning & Related Services) and its counterpart the Director of Student Services (Behavioral Health), respectively. Additionally, the former Director hired an additional Supervisor of Special Education to assist with special education services (with a focus at the primary level) while the latter Director continued to focus on student behavioral health needs. Here, as is the case with academic supports, this administrative progression has yielded limited success with academic performance for HUS groups remaining stagnant.

A similar story is true with respect to technology supports. Like many districts, the WSSD had invested limited resources into classroom teaching and learning technologies prior to the COVID-19 pandemic, resulting in a haphazard and forced translation of programming from a live to a virtual setting in March 2020. Upon the departure of the previous Director of Information Technology, the Network Administrator assumed this position resulting in a vacancy that was ultimately contracted to a third party. However, these third-party services have proven to be inadequate to fuel the District's growth and, as a result, the current Director of Informational Technology was forced to assume a dual role. In turn, then District leadership opted to hire a Director of Instructional Technology to fill this gap in services in addition to creating a ToSA position to support this work. In short, what were two (2) internal positions morphed into three (3) internal positions accompanied by contracted services.

In all four (4) situations, (the office of the superintendency, academic supports, student services, and informational technology), new positions (i.e., the addition of resources human and financial) were created to solve longstanding issues that, in effect, remain today. Thusly, the current administrative structure reflects an incongruity between a position's purpose, its relation to other components in the hierarchy, and how human capital was employed to effectively resolve the historic issue. Moreover, the creation of these positions can be aptly summarized as the administrative analogue of a physician treating the symptoms and not the disease. As evidenced by the HR data in the previous section, the persistence of these issues beckon the need for a more critical analysis of resource usage versus outcome-based productivity.

SUMMARY OF PROPOSED ADMINISTRATIVE CHANGES

The remaining pages of this report speak to the specifics of the administrative reorganization concerning specific positions, their alterations, and their relation to other elements in the executive body. The proposed changes would become effective *JULY 1, 2022*.

TIER 0: CREATED & ELIMINATED POSITIONS

These positions are the product of pure elimination (as a result of redundant/ reassigned duties), creation (as a means to achieve a specific end), and/or a classification change (a contracted position made internal) in line with the rationale mentioned above. Each position in **bold** indicates whether it has been (*eliminated*), (*created*), or (*internalized*).

- (1) **Director of Instructional Technology** (*eliminated*)
- (2) **Teacher on Special Assignment (Instructional Technology)** (*eliminated*)
- (3) **Supervisor of Special Education (Secondary)** (*created*)
- (4) **Supervisor of Counseling & Holistic Supports** (*created*)
- (5) **Communications and Community Relations Liaison** (*previously contracted and now internal*)
- (6) **Network Manager** (*previously contracted and now internal*)

TIER I: RECONSTITUTED POSITIONS

These positions are the product of the most significant amount of change to the point where they can be considered new positions in their entirety. Each successor position in **bold** is paired with its corresponding predecessor as underlined.

- (7) **Assistant Superintendent**
*replacing Assistant to the Superintendent for Management Services (*eliminated*)*
- (8) **Director of Teaching, Learning, and Innovation (Elementary)**
*replacing Assistant Director of Education (*eliminated*)*
- (9) **Director of Teaching, Learning, and Innovation (Secondary)**
*replacing Director of Education (*eliminated*)*
- (10) **Director of Teaching, Learning, and Innovation (STEM)**
*replacing Teacher on Special Assignment (Mathematics & Science) (*eliminated*)*

TIER II: REFORMED POSITIONS

These positions have undergone a moderate level of change (i.e., significant additions/ transfer of responsibilities) but do not rise to the level of a reconstitution (Tier I).

- (11) **Director of Student Services (Behavioral Health)**
- (12) **Director of Informational Technology**
- (13) **Educational Data System Manager**

TIER III: REVISED POSITIONS

These positions have undergone a mild level of change (i.e., minor additions/ transfer of job responsibilities) but do not rise to the level of a reformation (Tier II).

- (14) **Director of Human Resources**
- (15) **Business Manager**
- (16) **Director of Student Services (Individualized Learning/Related Services)**
- (17) **Director of Operations**
- (18) **Supervisor of Custodial Cleaning**

NARRATIVE DETAILING TIER 0/TIER 1 CHANGES

Undoubtedly, the proposed changes signal a dramatic departure from the WSSD educational administration status quo. Thus, it is only natural for all parties affected to inquire and investigate how such a radical reconceptualization at the most senior levels of school administration is poised to impact the operations of the District. In this section, I provide more detail on TIER 0 and TIER I changes, especially how these changes are synchronized with the articulated (programmatic) rationale, as well as why their respective transformations are necessary to position the District towards a path of sustainable student growth and achievement. Note that the binding motif through all of these changes is the need to address the aforementioned *systemic* ails of the District, which have limited our ability to student outcomes for the most academically vulnerable students.

As noted in the previous section, the Assistant to the Superintendent for Management Services was created under the auspices of the previous WSSD administration to provide not only administrative support (e.g., school safety/ security, primary level enrollment) but also complete on-demand special assignments (e.g., grant procurement/ reporting, design/ implementation of COVID-19 protocol. Whereas the position may have met the needs and demands of a former administrative model, it does not have the mandate to lead and supervise the District's academic and student support systems. However, the newly proposed position of Assistant Superintendent will have such oversight powers, with the holder serving as a transformational leader capable of aligning our curricular and student services. Moreover, the Assistant Superintendent will help lead the implementation of the findings of the forthcoming audits and will be the superintendent's primary designee in this area. (**APPENDIX V.1** *provides the proposed vacancy announcement complete with job responsibilities and qualifications for this position.*)

Concerning curriculum and instruction, those duties are vested in two administrators – the Director of Education and the Assistant Director of Education positions. As with the Assistant to the Superintendent for Management Services, these positions are also an artifact of the previous administration's governance model. Historically, the District has had a Director of Elementary Education and a Director of Secondary Education. However, upon the departure of the then Director of Elementary Education, both directorates were consolidated into a Director of Education, which an Assistant Director of Education later supplemented. As with the Assistant to the Superintendent for Management Services, these positions have also devolved over time, resulting in significant crossover and even the creation of full-time and part-time Teacher on Special Assignment (ToSA) positions to support mathematics/ science instruction and English Language Learner support, respectively.

As a result, the two (2) directorate positions and the one (1) ToSA (Mathematics and Science) position will be reconstituted as **Director of Elementary Teaching, Learning, and Innovation; Director of Secondary, Teaching, Learning, and Innovation; and Director of STEM Teaching, Learning, and Innovation**. The elementary position will oversee all primary level (K-5) academic programming at the

District's three (3) elementary schools. In contrast, the secondary position will be exclusive to secondary (6-12) programming at the District's two (2) secondary schools. The underlying expectation is that each Director will focus on consistency and fidelity to assigned curricular areas, cultural competency, technology integration, implementation of programs across assigned schools, updating and implementing new curriculum, supporting research-based pedagogical practices, data-driven, leading professional learning, keeping abreast of new initiatives, and all other areas pertinent to the position. (**APPENDIX V.2** and **APPENDIX V.3** provide *the proposed vacancy announcement complete with job responsibilities and qualifications for each position.*) The third directorate, **Director of STEM Teaching, Learning, and Innovation**, seeks to unify the District's extant STEM (science, technology, engineering, and mathematics) programming and develop a long-term growth strategy that links STEM education at the K-12 level to post-secondary opportunities. For instance, the United States Bureau of Labor Statistics predicts that STEM occupations will grow two times faster than the total for all other occupations in the next decade, noting that 2019–29 employment projections show that occupations in the STEM field are expected to grow 8.0 percent by 2029, compared with 3.7 percent for all occupations. It is not an understatement then to say that instructional leadership in the District's STEM programming has been substantively lacking. The current lead for this work is a ToSA who neither has supervisory powers to design, implement, and evaluate classroom-level educators in STEM nor can advise the Superintendent or designate in STEM advocacy/ strategy matters. However, a Director of STEM Teaching, Learning, and Innovation seeks to inherently remedy these shortcomings by bolstering the holder's supervisory and instructional leadership capacity. (**APPENDIX V.4** provides *the proposed vacancy announcement complete with job responsibilities for this position.*)

Although this report has made frequent references to the future results of a series of audits, the proposal of a **Supervisor of Counseling and Holistic Supports** stems from the results of an audit conducted by the Chester County Intermediate Unit that found significant shortcomings and/or lack of substantive mental health supports in the District's counseling program. In the erstwhile three (3) years, the District has made significant progress in developing its socioemotional support system at the primary and secondary levels. However, research indicates that the COVID-19 pandemic has only exacerbated student mental health challenges from feelings of isolation and depression to lack of socialization with peers and resulting frustration/ anger. Given that the District was entering into the pandemic with a deficit in services, despite its best efforts to build a model grounded in best practices as identified by the American School Counselor Association (ASCA), the sheer increase in both quantity and quality of needs in the wake of the COVID- 19 pandemics warrant even more supports. Therefore, a **Supervisor of Counseling and Holistic Support** would not only assist in the development, adoption, and implementation of a transparent system of evidence-based interventions and evaluations but also allow the current Director of Student Services (Behavioral Health) to focus on services that align with this work

(e.g., infusing elements of socioemotional learning at all levels of academic programming, supervise school nurses, and assist in identifying the root causes of frequent absences/ truancy).

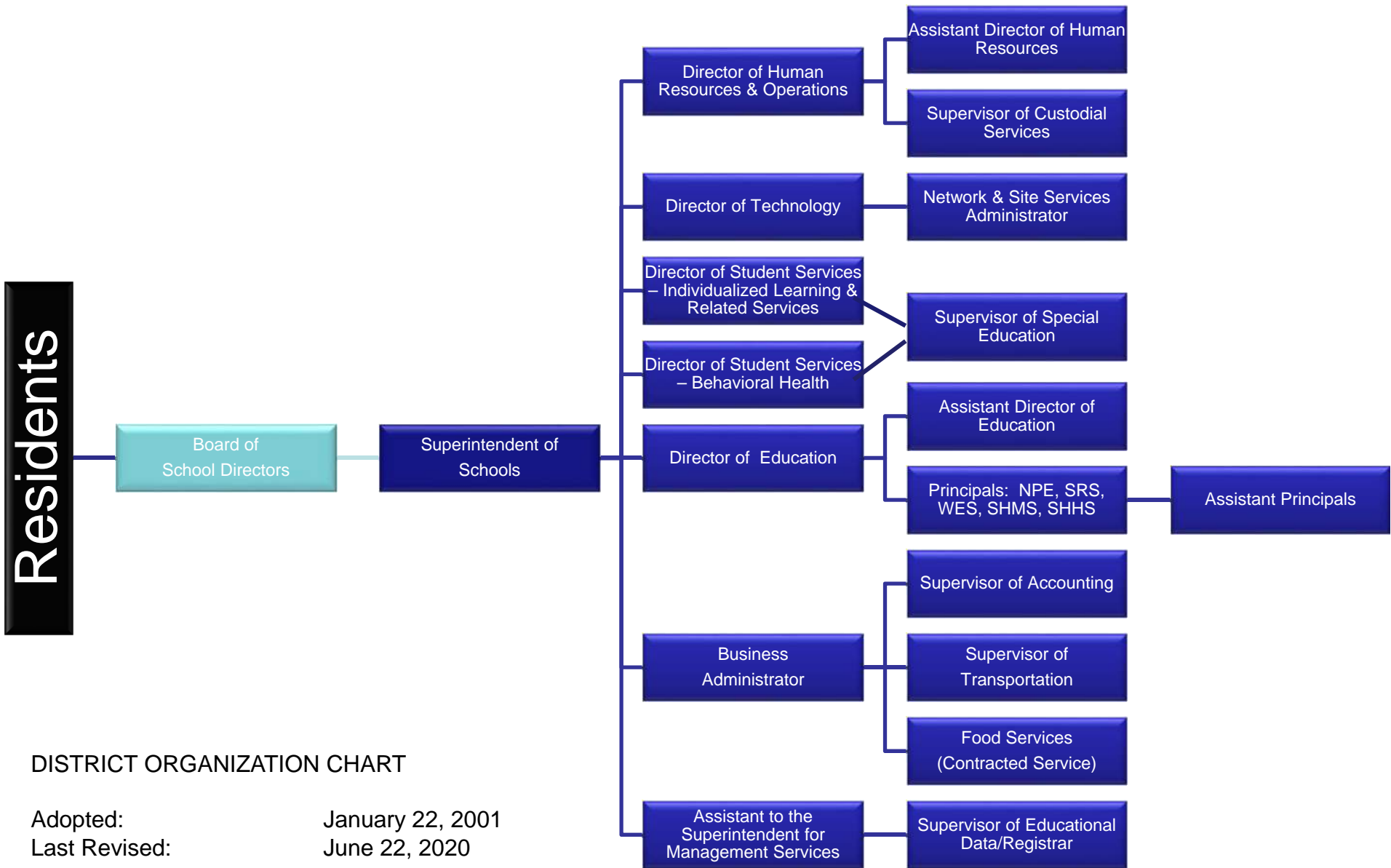
Parallel to the now-extinct Director of Elementary Education and Director of Secondary Education positions, there existed a Director of Elementary Student Services and a Director of Secondary Student Services. However, upon departure of the Director of Elementary Student Services, both directorates were also consolidated into a Director of Student Services (Behavioral Health), later supplemented by a Director of Student Services (Individualized Learning). As noted above concerning the Supervisor of Counseling & Holistic Support, the District's significant shortcomings in the arena of counseling/ behavioral health services necessitated an immediate infusion and dedication of resources to this issue. However, as described above in the Rationale (Programmatic) portion of this report, the District also has substantial shortcomings in the delivery of special education services, with one Director overseeing support for nearly 18% of the student populace and a reporting Supervisor who has been supporting classroom-level educators in all five (5) of the District's schools. Thus, a second **Supervisor of Special Education (Secondary)** seeks to not only more equitably distribute workload, which in turn dedicates more services to addressing inequitable outcomes but also allows District special education leaders to address historical shortcomings in these service areas proactively as well as strategically plan was to improve program design, minimizes litigation, and develop pedagogically sound and legally compliant policy development.

Currently, the District contracts services with a third-party/ independent contractor for communication and consulting services. However, the need for a more comprehensive communication strategy that goes beyond *maintaining* a presence (e.g., posting and updating information on various media) to one that *actively cultivates* one (e.g., creating media, campaigns, print materials, and drafting public communication) necessitates the need for an *internal* position. To that end, the proposed **Communication and Community Relations Liaison** will work across all departments (central and building level) to ensure that a cohesive and compelling narrative of the District's work as an integral member of the community is shared with all stakeholders. In essence, an internalized position would be embedded within the administrative framework rather than independent of it to ensure that the District's brand is carefully developed/ curated and maintained not only locally and regionally but also nationally.

Similarly, the District contracts networking services with the Chester County Intermediate Unit for networking-related services. As detailed below, the need to unify the District's informational *and* instructional technology services warrants the need for an internal position that supports the logistical/ technical challenges associated with the development of this department and its services. However, the services currently provided by the CCIU cannot deliver neither the quality nor quantity of services needed to advance this transformation. Accordingly, the proposed internalized **Network Administrator** position, which would be occupied by a candidate with a strong background in the areas of hardware, networking/ troubleshooting, digital security at both user and organizational levels, and educational application integration. Therefore, a dedicated individual

to this work would allow the Director of Informational Technology to assume more instructional technology duties to bolster our academic and student services programming.

The onset of the COVID-19 pandemic and the resulting abrupt translation from in-person to virtual learning has shown how many districts nationally, including WSSD, were not fully prepared to address either the logistical or instructional challenges associated with virtual learning. Within and outside the District, repeated calls for students to return to in-person learning only highlight what nearly two (2) decades of educational research have consistently shown - that instructional technology cannot exist in a vacuum divorced from the curriculum. Fundamentally, instructional technology is the *vehicle* by which curriculum is delivered; thus, it is predictable that attempting to distill the former into a Director of Instructional Technology position in what has hereto been a “siloe” administrative structure would naturally result in obscure job responsibilities, restrained executive functions, and subordination of priorities. To remedy these behaviors, all three (3) of the proposed academic directorates and the assistant superintendency require the development and implementation/ integration of instructional technologies into their curricular spheres of responsibility. Consequently, the current structure, consisting of a Director of Instructional Technology and a Teacher on Special Assignment (Instructional Technology) who supports the former, would be dissolved in the proposed reorganization

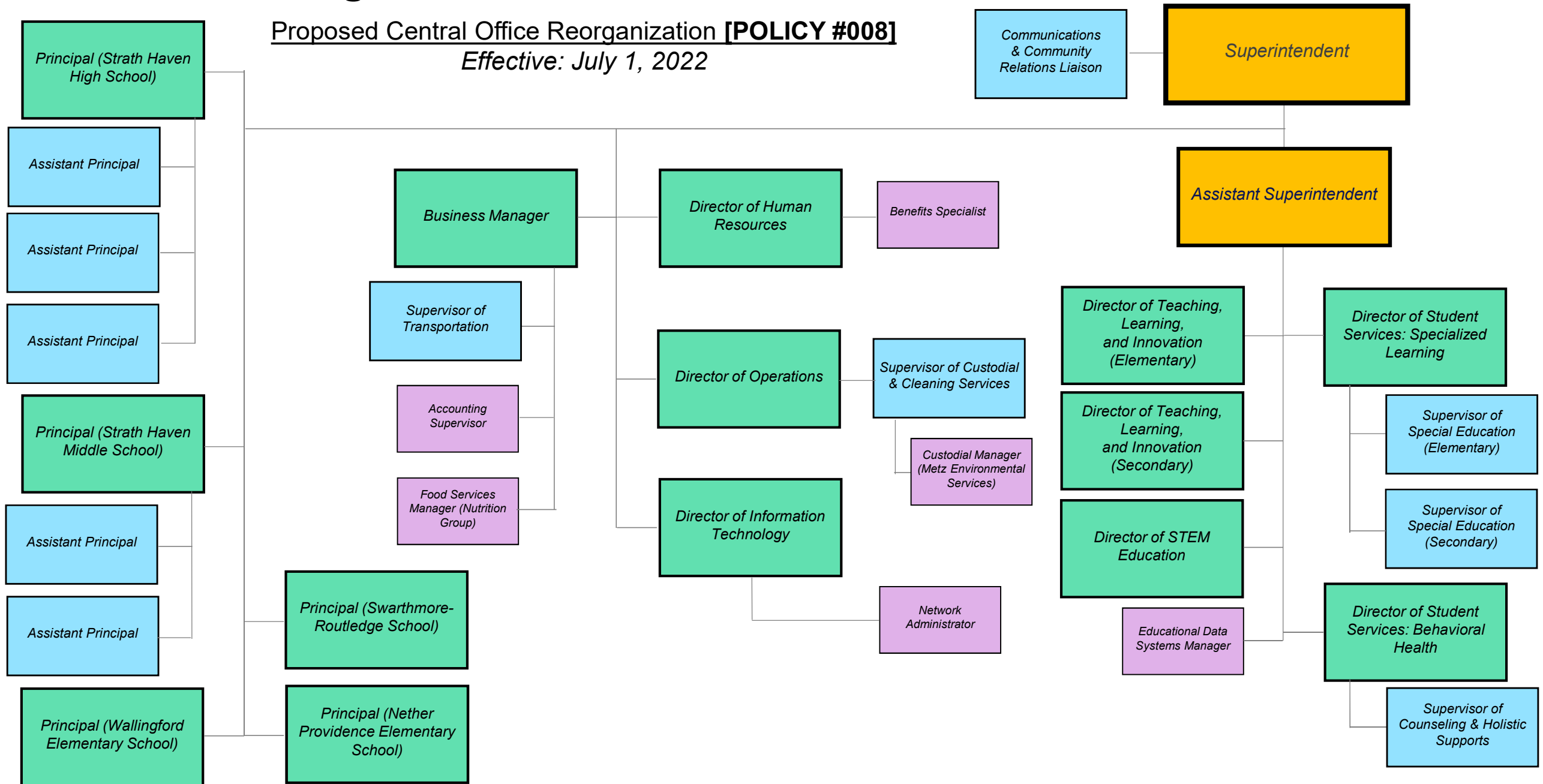


DISTRICT ORGANIZATION CHART

Adopted: January 22, 2001
 Last Revised: June 22, 2020

Wallingford-Swarthmore School District

Proposed Central Office Reorganization [POLICY #008]
Effective: July 1, 2022



**WALLINGFORD-SWARTHMORE SCHOOL DISTRICT
JOB DESCRIPTION**

TITLE: ASSISTANT TO THE SUPERINTENDENT FOR MANAGEMENT SERVICES

QUALIFICATIONS:

1. PA Administrative Certificate
2. Prior Administrative Experience Required
3. Ability to Relate and Communicate Effectively
4. Must Possess Strong Organizational, Administrative, and Leadership Skills
5. Must be Capable of Using Current Technology
6. Acts 34, 114, and 151 clearances
7. Such alternatives to the above qualifications that the Board may find appropriate and acceptable

REPORTS TO: Superintendent

GOALS: Assists the Superintendent in providing for the operation of the School District

ESSENTIAL FUNCTIONS:

1. Serves as and performs the functions of the School Safety and Security Coordinator
 - a. Responsible for the completion of Safety Grants, including ESSERs, PCCD, Safe Schools, and PEMA/FEMA
 - b. Responsible for the implementation of Raptor
 - c. Develop and maintain the Hazards Plan, Health and Safety Plan, Safe School Survey, Trauma Plan Integration
 - d. Responsible for the implementation of Threat Assessment and School Safety Teams
 - e. Assists in the development of District and School safety training in conjunction with First Responders and District Personnel in accordance with District Safety Plans
2. Serves as and performs the functions of the District Compliance Officer
3. Serves as and performs the function of COVID Coordinator
 - a. Responsible for the development of and implementation of the staff testing programs, ACE-IT and Cue
 - b. Provides oversight and communication with District nurses
 - c. Maintains communication with Health Consultants
4. Coordinates the Student Wellbeing Program
5. Provides for the oversight and supervision of the Education Data and Registration functions of the District
6. Assists in the planning and implementation of school district plans, policies, and programs
7. This position description does not express or imply that these are the only duties to be performed by the incumbent in this position. The employee will be required to perform any other position-related duties requested by the Superintendent.

**WALLINGFORD-SWARTHMORE SCHOOL DISTRICT
JOB DESCRIPTION**

ASSISTANT TO THE SUPERINTENDENT FOR MANAGEMENT SERVICES (continued)

POSITION SPECIFICATIONS:

Physical Demands	Sitting at desk for extended periods Standing for limited periods of time Frequent bending, stooping, twisting, reaching, grasping Light lifting – up to 15 pounds Frequent carrying up to 15 pounds Manual dexterity to use computer and office equipment Repetitive movement of fingers and hands for keyboarding
Sensory Abilities	Visual acuity to read printed and electronic correspondence Auditory acuity to be able to use telephone and greet visitors Must speak clearly and distinctly
Work Environment	Inside year round, including office and school buildings
Temperament	Must work as a member of a team Must manage group behaviors to achieve consensus Must be courteous and able to deal effectively with people Must be cooperative, congenial and service oriented Must work in an environment with frequent interruptions
Cognitive Ability	Must follow written and verbal directions Must gather, analyze and synthesize information to reach goals Must read, write, and do advanced computation Must use correct grammar, sentence structure, and spelling Must compose clear, concise sentences and paragraphs Must organize and delegate to accomplish goals Must work independently and make work-related decisions Must exercise good judgment in prioritizing tasks
Specific skills	Experience with computer software, including Microsoft Excel and Word Must use computer software technology efficiently Must know how to format business correspondence/reports Must appropriately handle confidential information

**WALLINGFORD-SWARTHMORE SCHOOL DISTRICT
JOB DESCRIPTION**

ASSISTANT TO THE SUPERINTENDENT FOR MANAGEMENT SERVICES (continued)

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.

TERMS OF EMPLOYMENT:

Twelve (12) months

Annual salary, work schedule, and other conditions of employment in compliance with ACT 93 Administrators' Compensation Plan

EVALUATION:

Performance of this job will be evaluated annually in accordance with the applicable policies of the District.

Employee Acknowledgment _____ **Date** _____
Signature

Wallingford-Swarthmore School District is an Equal Opportunity Employment, Educational/Service Organization.

WALLINGFORD-SWARTHMORE SCHOOL DISTRICT JOB DESCRIPTION

TITLE: DIRECTOR OF EDUCATION

QUALIFICATIONS:

1. Master's Degree
2. PA Certification as Supervisor of Curriculum and Instruction K-12, Secondary or K-12 Principal, Supervisor of Secondary Education, or Letter of Eligibility
3. Experience in the public schools of the Commonwealth of Pennsylvania
4. Acts 34, 114, and 151 clearances
5. Such alternatives to the above qualifications that the Board may find appropriate and acceptable

REPORTS TO: Superintendent of Schools

GOALS: To lead in the refinement of district curriculum and education, grades kindergarten through twelve.

ESSENTIAL FUNCTIONS:

1. Ensures the development of education plans and programs for all curricular and instructional areas
2. Provides for the supervision of School Principals
3. Provides for the supervision of Assistant Director of Education and
4. Manages and coordinates all activities associated with curriculum review, development and implementation cycle
5. Leads in the refinement and monitoring of secondary curriculum and instruction, with a focus on the following:
 - Ensures that all secondary students, and subgroups, meet adequate yearly progress (AYP) targets
 - Compiles and analyzes student scores from standardized test scores, end-of-course averages, Advanced Placement course enrollments and examination scores, final examination scores, the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and the Pennsylvania Value Added Assessment System (PVAAS)
6. Works with the District Assessment Coordinator to develop and coordinate all student assessment plans; District, Pennsylvania School System of Assessment (PSSA), Pennsylvania Value Added Assessment System (PVAAS), Keystone Exams, and No Child Left Behind requirements
7. Coordinates and facilitates, in conjunction with other offices, the secondary summer school programs
8. Coordinates and facilitates the secondary home schooling program
9. Prepares and coordinates the secondary curriculum department budget
10. Facilitates the K-12 ELL programs in conjunction with Intermediate Unit staff, district assessment coordinator, and administrators
11. Supervises, in conjunction with building administrators, the work of curriculum supervisors, department chairs, and staff developers
12. Develops and plans professional development activities in conjunction with the Director of Elementary Education and other administrators
13. Coordinates the Teachers as Scholar Program

WALLINGFORD-SWARTHMORE SCHOOL DISTRICT JOB DESCRIPTION

14. Coordinates the District New Teacher Orientation & Induction Program
15. Coordinates the District Staff College Program
16. Ensures Act 48 compliance for secondary certificated employees

DIRECTOR OF EDUCATION (Continued)

17. Coordinates the approval of secondary field trips
18. Coordinates the approval of secondary graduate courses and conferences for certificated staff
19. Serves as a District Technology Vision Team Member
20. Performs other duties as assigned by the Superintendent

POSITION SPECIFICATIONS:

Physical Demands	Sitting at desk for extended periods Standing for limited periods of time Frequent bending, stooping, twisting, reaching, grasping Light lifting – up to 15 pounds Frequent carrying up to 15 pounds Manual dexterity to use computer and office equipment Repetitive movement of fingers and hands for keyboarding
Sensory Abilities	Visual acuity to read printed and electronic correspondence Auditory acuity to be able to use telephone and greet visitors Must speak clearly and distinctly
Work Environment	Inside year round, including office and school buildings
Temperament	Must work as a member of a team Must be courteous and able to deal effectively with people Must be cooperative, congenial and service oriented Must work in an environment with frequent interruptions
Cognitive Ability	Must follow written and verbal directions Must complete assigned tasks with minimal supervision Must read, write, and do advanced computation Must use correct grammar, sentence structure, and spelling Must compose clear, concise sentences and paragraphs Must organize office setting to efficiently accomplish tasks Must work independently and make work-related decisions Must exercise good judgment in prioritizing tasks
Specific skills	Experience with computer software, including Microsoft Excel and Word Must use computer software technology efficiently Must know how to format business correspondence/reports Must appropriately handle confidential information

**WALLINGFORD-SWARTHMORE SCHOOL DISTRICT
JOB DESCRIPTION**

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

DIRECTOR OF SECONDARY EDUCATION (Continued)

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.

TERMS OF EMPLOYMENT:

Twelve (12) months
Annual salary, work schedule, and other conditions of employment in compliance with ACT 93 Administrators' Compensation Plan

EVALUATION:

Performance of this job will be evaluated annually in accordance with the applicable policies of the District.

Employee Acknowledgment _____ **Date** _____
Signature

Wallingford-Swarthmore School District is an Equal Opportunity Employment, Educational/Service Organization.

WALLINGFORD-SWARTHMORE SCHOOL DISTRICT JOB DESCRIPTION

TITLE: ASSISTANT DIRECTOR OF EDUCATION

QUALIFICATIONS:

1. Master's Degree
2. PA Certification as Supervisor of Curriculum and Instruction K-12, Secondary or K-12 Principal, Supervisor of Secondary Education, or Letter of Eligibility
3. Experience in curriculum planning, implementation and evaluation preferred
4. Experience in federal programs preferred
5. Experience as a school-based administrator preferred
6. Acts 34, 114, and 151 clearances
7. Such alternatives to the above qualifications that the Board may find appropriate and acceptable

REPORTS TO: Director Education

GOALS: Provide assistance with direction and support of the education programs in the areas of curriculum and instruction.

ESSENTIAL FUNCTIONS:

1. Oversee the development and delivery of curriculum and instructional programs that incorporate district goals and that support student achievement in *English/Language Arts, Social Studies, World Language, Reading, Gifted Programming, Media Specialist/Library Studies, and other areas as assigned*
2. Provide leadership and instructional coach support of curriculum, instruction and assessment within the designated general education program areas: *English/Language Arts, Social Studies, World Language, Reading, and Gifted Programming and other areas as assigned*
3. Monitor and reevaluate instructional programs using the Framework for Curriculum Review, input from teachers and principals, applied research and student data to determine effectiveness and improve outcomes
4. Collaborate and share in maintaining a system for evaluating and selecting instructional materials and equipment and supervising an inventory control system
5. Collaborate in planning and coordinating Staff Professional Development plans that are focused and aligned with district and school improvement goals
6. Collaborates and shares in establishing and implementing an improvement process for curriculum and instruction program areas designated above
7. Provides vision and leadership of assigned Federal Programs and ensures management functions are properly carried out in areas of assessment and planning, grant application and fiscal management, personnel supervision and management, and program design and management as assigned by the Director of Education
8. Collaborates and shares in providing leadership, management of operational procedures and support in developing, implementing and evaluating curriculum and instruction within PreK-12 curriculum and instructional program
9. Coordinates and maintains a system for evaluating and selecting instructional materials and equipment and supervising an inventory control system for PreK-12 curriculum and instruction programs as assigned by the Director of Education
10. Collaborates and shares in establishing and implementing an improvement process for curriculum and instruction in the PreK-12 program areas as assigned by the Director of Education

WALLINGFORD-SWARTHMORE SCHOOL DISTRICT JOB DESCRIPTION

ASSISTANT DIRECTOR OF EDUCATION (Continued)

11. Shares in establishing purpose and direction for PreK-12 curriculum and instruction programs
12. Collaborates and shares in establishing good public and employee relations
13. Maintains professional work habits
14. Maintains and upgrades his/her professional skills in order to improve the educational program;
15. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance
16. Remains up-to-date on state mandates and priorities as they related to assigned responsibilities
17. Collaborates and shares in the research on and implementation of instructional technology;
18. This position description does not express or imply that these are the only duties to be performed by the incumbent in this position. The employee will be required to perform any other position-related duties requested by the Superintendent and/or immediate supervisor(s).

POSITION SPECIFICATIONS:

Physical Demands	Sitting at desk for extended periods Standing for limited periods of time Frequent bending, stooping, twisting, reaching, grasping Light lifting – up to 15 pounds Frequent carrying up to 15 pounds Manual dexterity to use computer and office equipment Repetitive movement of fingers and hands for keyboarding
Sensory Abilities	Visual acuity to read printed and electronic correspondence Auditory acuity to be able to use telephone and greet visitors Must speak clearly and distinctly
Work Environment	Inside year round, including office and school buildings
Temperament	Must work as a member of a team Must manage group behaviors to achieve consensus Must be courteous and able to deal effectively with people Must be cooperative, congenial and service oriented Must work in an environment with frequent interruptions
Cognitive Ability	Must follow written and verbal directions Must gather, analyze and synthesize information to reach goals Must read, write, and do advanced computation Must use correct grammar, sentence structure, and spelling Must compose clear, concise sentences and paragraphs Must organize and delegate to accomplish goals Must work independently and make work-related decisions Must exercise good judgment in prioritizing tasks
Specific skills	Experience with computer software, including Microsoft Excel and Word Must use computer software technology efficiently Must know how to format business correspondence/reports Must appropriately handle confidential information

**WALLINGFORD-SWARTHMORE SCHOOL DISTRICT
JOB DESCRIPTION**

ASSISTANT DIRECTOR OF EDUCATION (Continued)

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.

TERMS OF EMPLOYMENT:

Twelve (12) months
Annual salary, work schedule, and other conditions of employment in compliance with ACT 93
Administrators' Compensation Plan

EVALUATION:

Performance of this job will be evaluated annually in accordance with the applicable policies of the District.

Employee Acknowledgment _____ **Date** _____
Signature

Wallingford-Swarthmore School District is an Equal Opportunity Employment, Educational/Service Organization.

WALLINGFORD-SWARTHMORE SCHOOL DISTRICT JOB DESCRIPTION

TITLE: MATH, SCIENCE & STEM COORDINATOR, TEACHER ON SPECIAL ASSIGNMENT (TOSA)

QUALIFICATIONS:

1. PA Certification in Math or Science
2. Experience in curriculum planning, implementation and evaluation preferred
3. Ability to relate and communicate effectively with students, parents, and colleagues
4. Experience in curriculum planning, implementation and evaluation preferred
5. Acts 34, 114, and 151 clearances
6. Such alternatives to the above qualifications that the Board may find appropriate and acceptable

REPORTS TO: Director Education

GOALS: Provide assistance with direction and support of the education programs in the areas of curriculum and instruction.

ESSENTIAL FUNCTIONS:

1. Oversee the development and delivery of curriculum and instructional programs that incorporate district goals and that support student achievement in *Math, Science, STEM subject areas, Design Thinking, and Careers/Industry-Based Indicators and other areas as assigned*
2. Provide leadership and instructional coach support of curriculum, instruction and assessment within the designated general education program areas: *Math, Science, STEM subject areas, Design Thinking, and Careers/Industry-Based Indicators and other areas as assigned*
3. Monitor and reevaluate instructional programs using the Framework for Curriculum Review, input from teachers and principals, applied research and student data to determine effectiveness and improve outcomes
4. Collaborate and share in maintaining a system for evaluating and selecting instructional materials and equipment and supervising an inventory control system
5. Collaborate in planning and coordinating Staff Professional Development plans that are focused and aligned with district and school improvement goals
6. Collaborates and shares in establishing and implementing an improvement process for curriculum and instruction program areas designated above
7. Provides vision and leadership of STEM related subjects and systems of support as assigned by the Director of Education
8. Collaborates and shares in the research on and implementation of instructional technology
9. Collaborates and shares in providing leadership, management of operational procedures and support in developing, implementing and evaluating curriculum and instruction within PreK-12 curriculum and instructional program
10. Coordinates and maintains a system for evaluating and selecting instructional materials and equipment and supervising an inventory control system for PreK-12 curriculum and instruction programs as assigned by the Director of Education
11. Collaborates and shares in establishing and implementing an improvement process for curriculum and instruction in the PreK-12 program areas as assigned by the Director of Education
12. Shares in establishing purpose and direction for PreK-12 curriculum and instruction programs
13. Maintains and upgrades his/her professional skills in order to improve the educational program

WALLINGFORD-SWARTHMORE SCHOOL DISTRICT JOB DESCRIPTION

MATH, SCIENCE & STEM COORDINATOR, TEACHER ON SPECIAL ASSIGNMENT (TOSA) (continued)

14. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance
15. Remains up-to-date on state mandates and priorities as they related to assigned responsibilities.

This position description does not express or imply that these are the only duties to be performed by the incumbent in this position. The employee will be required to perform any other position-related duties requested by the Superintendent and/or immediate supervisor(s).

POSITION SPECIFICATIONS:

Physical Demands	Sitting at desk for extended periods Standing for limited periods of time Frequent bending, stooping, twisting, reaching, grasping Light lifting – up to 15 pounds Frequent carrying up to 15 pounds Manual dexterity to use computer and office equipment Repetitive movement of fingers and hands for keyboarding
Sensory Abilities	Visual acuity to read printed and electronic correspondence Auditory acuity to be able to use telephone and greet visitors Must speak clearly and distinctly
Work Environment	Inside year round, including office and school buildings
Temperament	Must work as a member of a team Must manage group behaviors to achieve consensus Must be courteous and able to deal effectively with people Must be cooperative, congenial and service oriented Must work in an environment with frequent interruptions
Cognitive Ability	Must follow written and verbal directions Must gather, analyze and synthesize information to reach goals Must read, write, and do advanced computation Must use correct grammar, sentence structure, and spelling Must compose clear, concise sentences and paragraphs Must organize and delegate to accomplish goals Must work independently and make work-related decisions Must exercise good judgment in prioritizing tasks
Specific skills	Experience with computer software, including Microsoft Excel and Word Must use computer software technology efficiently Must know how to format business correspondence/reports Must appropriately handle confidential information

**WALLINGFORD-SWARTHMORE SCHOOL DISTRICT
JOB DESCRIPTION**

**MATH, SCIENCE & STEM COORDINATOR, TEACHER ON SPECIAL ASSIGNMENT
(TOSA) (continued)**

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.

TERMS OF EMPLOYMENT:

Twelve (10) months

Annual salary, work schedule, and other conditions of employment in compliance with Wallingford-Swarthmore Education Association Collective Bargaining Agreement

EVALUATION:

Performance of this job will be evaluated annually in accordance with the applicable policies of the District.

Employee Acknowledgment _____ **Date** _____
Signature

Wallingford-Swarthmore School District is an Equal Opportunity Employment, Educational/Service Organization.

APPENDIX IV: COST ANALYSIS OF CURRENT VS. PROPOSED STRUCTURE

**WSSD
PROPOSED REORGANIZATION OF STAFF POSITIONS
BEGINNING 2022-2023**

	SALARY	TOTAL COST REDUCTION		SALARY	TOTAL COST INCREASE
<u>ELIMINATE & REPLACE:</u>			<u>REPLACEMENTS:</u>		
Assistant to the Superintendent for Mgmt Services	\$ (134,970)	\$ (220,893)	Assistant Superintendent	\$ 175,000	\$ 276,093
Director of Instructional Technology	(161,414)	(257,486)	Director of STEM Education	150,000	240,365
Director of Education	(163,533)	(248,708)	Director of Teaching, Learning & Innovation (Elementary)	150,000	240,365
Assistant Director of Education	(148,361)	(236,249)	Director of Teaching, Learning & Innovation (Secondary)	150,000	240,365
Communication Consultant (contracted)	(96,000)	(96,000)	Communication & Community Relations Liaison	100,000	168,910
<u>ELIMINATE:</u>			<u>NEW POSITIONS:</u>		
Teacher on Special Assign. (Curriculum & Instruction)	\$ (77,000)	\$ (112,525)	Supervisor of Counseling & Holistic Supports	\$ 125,000	\$ 204,638
Teacher on Special Assign. (Instructional Technology)	(105,000)	(168,500)	Executive Assist. (Confid.) <i>[for Superintendent]</i>	75,000	133,183
Unfilled position #1	(62,500)	(113,001)	Campus Security Aides (Number + Rate: TBD)	90,000	128,619
Unfilled position #2	(62,500)	(113,001)	Cultural Proficiency Equity Teacher Leaders (25/ Rate: TBD)	125,000	178,638
Unfilled position #3	(54,500)	(101,568)			
Unfilled position #4	(129,930)	(212,920)			
	\$ (1,195,708)	\$ (1,880,851)		\$ 1,140,000	\$ 1,811,174
NET COST (REDUCTION):		\$ (69,677)			

Vj ku'ur tgc f uj gg'v'ku'dgkpi 'lpenmf gf 'v'cuuguu'yj g'dwf i gxt { 'lo r cev'qh'yj ku'cf o kpkutcvkxg'tggti cplk cvkqp'qp'yj g'F kntlevu'Hl '4244/4245'dwf i gv'y j lej 'ku'kp" yj g'r tqegu'qh'dgkpi 'hqt o wv'v'f 0'Vj g'lpenmukqp'qh'yj ku'f qewo gpv'ku'pqv'v'q'dg'eqpwtwgf 'v'q'o gcp'yj cv'yj g'cf o kpkutcvkxg'tggti cplk cvkqp'ku'f tkxgp'd { 'hku'eci' eqpukf g'cvkqpu="v'v'yj g'eqpwtct { . 'yj g'cf o kpkutcvkxg'tggti cplk cvkqp'ku'gzenmukxgn' 'f tkxgp'd { 'yj g'r gf ci qi kecn'epf "qvj gt'tgcuqpu'ugv'hqt yj 'kp'yj ku'tgr qt'v' Wnko cvgn' . 'cm'F kntlev'cev'kqpu'j cxg'cp'geqpqo le'lo r cev'cpf 'yj ku'gzj kdk'ku'dgkpi 'r tqxkf gf 'v'v'yj g'Dqctf "cpf 'yj g'eqo o wpkv' 'v'cuuguu'yj g'geqpqo le'lo r cev' qh'yj ku'r tqr qugf "cev'kqp. 'y j lej . 'kp'yj ku'ecug. 'kpf lecvu'c'urki j v'v' 'o qtg'gh'ekgpv'f grkxgt { 'u' ugo 'yj cp'yj g'ewttgpv'qti cplk cvkqp'qh'yj g'F kntlev'0



VACANCY ANNOUNCEMENT

Job Title:	ASSISTANT SUPERINTENDENT	FLSA/ Employee Type:	EXEMPT (Non ACT 93)
Department/ Location:	Central Office SHMS/ Administrative Wing 200 South Providence Road Wallingford, PA 19086	Compensation Plan:	Salary Commensurate with Experience/ Benefits in accordance with ACT 93 Agreement
Reports To:	Superintendent of Schools	Posting Date:	March 1, 2022

Overview/ Summary of Position

The **ASSISTANT SUPERINTENDENT** will provide leadership in the areas of curriculum, instruction, and assessment; student learning and behavioral supports; and supporting the growth of direct and indirect reports through management and coaching. This work will be grounded in promoting equitable student outcomes in accordance with the Strategic Plan as envisioned by the Superintendent.

Note that this job description does not constitute an employment agreement between the employer and the employee and the employee may be required to follow other job-related instructions and/or perform job-related duties as requested, subject to all applicable state and federal laws.

Supervision & Evaluation

The Assistant Superintendent will have *direct* supervision over the following personnel:

- ✓ Director of Primary Teaching, Learning, and Innovation
- ✓ Director of Secondary Teaching, Learning, and Innovation
- ✓ Director of STEM Teaching, Learning, and Innovation
- ✓ Director of Student Services – Individualized Learning & Related Services
- ✓ Director of Student Services – Behavioral Health

The Assistant Superintendent will have *indirect* supervision over the following personnel:

- ✓ Primary School Principals
- ✓ Secondary School Principals

The Assistant Superintendent will be evaluated annually by the Superintendent of Schools based on an evaluative instrument designed by the Superintendent and Director of Human Resources. This framework may include but is not limited to a formal and information observation of job performance, growth metrics, and an artifact file.

Duties & Responsibilities

Programmatic:

1. Directs the articulation of curriculum and instruction across the K-12 spectrum.
2. Directs the articulation of student services across the K-12 spectrum.
3. Serves as the key point of contact for the creation/ design of new curricular and extracurricular programming



VACANCY ANNOUNCEMENT

as well as monitors efficacy of current such programs.

4. Creates strategy that identifies, promotes, and integrates learning models including efficacy-based practices, effective assessment design, and technology-assisted learning.
5. Works across all central office and building level departments to implement and evaluate the effective use of education technologies.

Supervisory:

6. Promotes leadership and support to direct and indirect reports through collaborative planning, professional development, coaching, school improvement planning and regular communication.
7. Regularly meets with direct and indirect reports to provide updated K-12 curriculum information and maintain ongoing communication.
8. Collaborates with Superintendent and Director of Human Resources to ensure compliance with and fidelity of implementation of the state's supervisor accountability framework for ACT 93 employees.
9. Provides oversight of all District state and federal instructional/ student support monies to ensure compliance in usage and reporting.
10. Plans, implements, and monitors budgets in all areas of teaching and learning and student services.

Data Analysis:

11. Interprets results of standardized assessments (e.g., PSSA, Keystone, SAT/ACT, AP), student performance/ teacher growth (PVAAS), and student climate (e.g., attendance, discipline) data to inform the Superintendent and general policymaking.
12. Uses forecasting tools and strategies to predict future needs in the areas of curriculum and instruction as well as student services.
13. Examines peer-reviewed research to provide guidance to both direct and indirect reports with respect to best practices.

Equity & Inclusion:

14. Works through central office staff and building principals to ensure student growth (PVAAS)/ dismantling historical and predictable inequitable outcomes of historically underperforming students (underrepresented minorities, special education students, and low-income students).
15. Works across all departments to ensure that principles of diversity, equity, inclusion, cultural proficiency, and belonging as articulated in the Strategic Plan are embedded as best practices in teaching and learning.
16. Leads the creation/ design of districtwide processes (e.g., academic calendar) to address issues of equity and inclusion as well as ensure state and federal compliance.

Communication:

17. Supports Superintendent in the creation and/or presentation of communications to the Board of Directors
18. Works with the Director of Human Resources and Business Manager in the preparation of staffing analysis and financial reports.
19. Assists the Communications and Community Relations Liaison in promoting community understanding of the District's goals, missions, and programs and serves as the Superintendent's ambassador and advocate.
20. Attends all meetings and events as directed by the Superintendent.



VACANCY ANNOUNCEMENT

QUALIFICATION MATRIX		
	Required	Preferred
Education	Doctorate (degree must emphasize school administration and/or curriculum and instruction)	
Certification	PA Superintendent Letter of Eligibility (must possess or near completion)	Requirement <u>plus</u> Instructional II certification in <u>one or more</u> of the following areas: (a) Special Education K-12, (b) Reading Specialist K-12, (c) English 7-12 <i>and</i> Social Studies 7-12, <i>or</i> (d) any Mathematics / Science 7-12 certification area
Experience	Minimum of eight (8) to ten (10) years of educational experience with at least three (3) years in an K-12 educational leadership capacity	Required <u>plus</u> history working extensively with <u>one or more</u> of the following subgroups: (a) Underrepresented Students (African-American, Hispanic, Native American), (b) Low Income Students (Title I Eligible), <i>or</i> (c) Diverse Learners (Special Education, English Language Learners)
...Programmatic	Experience implementing/ improving programs in the areas of (a) teaching and learning, (b) assessment, and/or (c) professional development	Requirement <u>plus</u> history of <i>creating</i> (innovative) programs in the aforementioned areas
...Supervisory	Experience evaluating direct reports in areas of instructional leadership and/or organizational management	Requirement <u>plus</u> history of mentoring/ coaching direct reports
...Data Analysis	Experience using student data (descriptive analyses) to inform decision-making	Requirement <u>plus</u> facility with advanced data techniques (inferential analyses)
...Equity & Inclusion	Knowledge of the principles of diversity, equity, inclusion, cultural proficiency, and belonging	Requirement <u>plus</u> history of experience implementing principles in <u>one or more</u> of the following areas: (a) Curriculum & Instruction, (b) School Culture/ Climate, <i>or</i> (c) Community Engagement
...Communication	Must be able to convey complex ideas in oral and written form with clarity/detail	Requirement <u>plus</u> history of effective communication with internal and external audiences

Equal Opportunity Statement

The Wallingford-Swarthmore School District is an equal opportunity employer and does not discriminate because of age, sex, disability, race, color, religion, national origin, marital status, gender identity or expression, sexual orientation, or other characteristics unrelated to professional performance. Underrepresented groups are encouraged to apply.



VACANCY ANNOUNCEMENT

<p>Application Submission Process:</p>	<p>Applicants must submit: (1) a Cover Letter, (2) Resume/CV, (3) Official Undergraduate/ Graduate Transcripts, (4) Certifications, and (5) Three Letters of Reference via the District’s TalentEd application portal. <u>Note:</u> Applicants must have current ACT 34, ACT 151, and FBI clearances prior to start date.</p> <p><i>Inquiries should be directed to the Director of Human Resources Dr. Ethan Ake-Little (eakelittle@wssd.org) with the following subject line:</i></p> <p><u>Subject:</u> Inquiry Regarding WSSD Assistant Superintendent Vacancy</p>		
<p>Posting Expiration Date:</p>	<p>March 18, 2022 (11:59p.m.)</p> <p><u>Note:</u> Applications will be reviewed on a rolling basis until posting expiration date.</p>	<p>Start Date:</p>	<p>July 1, 2022</p>



VACANCY ANNOUNCEMENT

Job Title:	DIRECTOR OF ELEMENTARY TEACHING, LEARNING, AND INNOVATION	FLSA/ Employee Type:	ACT 93
Department/ Location:	Central Office SHMS/ Administrative Wing 200 South Providence Road Wallingford, PA 19086	Compensation Plan:	\$140,000 to \$160,000/ Benefits in accordance with ACT 93 Agreement
Reports To:	Assistant Superintendent	Posting Date:	March 1, 2022

Overview/ Summary of Position

The **DIRECTOR OF ELEMENTARY TEACHING, LEARNING, AND INNOVATION** is the District's lead for literacy, numeracy, and child academic development related education in the areas of curriculum, instruction, and assessment; teacher professional development; and supporting the growth of direct and indirect reports through effective management and coaching. This work will be grounded in promoting equitable student outcomes in accordance with the Strategic Plan as envisioned by the Superintendent.

Note that this job description does not constitute an employment agreement between the employer and the employee and the employee may be required to follow other job-related instructions and/or perform job-related duties as requested, subject to all applicable state and federal laws.

Supervision & Evaluation

The Director of Elementary Teaching, Learning, and Innovation will have *direct* supervision over the following personnel:

- ✓ Elementary (SRS/WES/NPE) Department Chairs: (b) Grades K-2 and (b) Grades 3-5
- ✓ Districtwide Department Chairs: (a) Grades K, (b) Grade 1, (c) Grade 2, (d) Grade 3, (e) Grade 4, (f) Grade 5

The Director of Elementary Teaching, Learning, and Innovation will be evaluated annually by the Assistant Superintendent based on an evaluative instrument designed by the Assistant Superintendent and Director of Human Resources. This framework may include but is not limited to a formal and information observation of job performance, growth metrics, and an artifact file.

Duties & Responsibilities

Programmatic:

1. Directs the articulation of the elementary (K-5) curriculum in the areas of literacy (reading, writing, and speaking), numeracy (mathematics), social studies, and science.
2. Responsible for the curricular mapping (scope and sequence) and interdisciplinary instruction in all assigned subject areas.
3. Identifies, develops, and implements high impact innovative educator strategies with the goal of designing and leading districtwide professional development at the elementary level.
4. Creates a cohesive plan for the adoption and implementation of innovative instructional technologies with the intent of providing multiple avenues to access the elementary curriculum.



VACANCY ANNOUNCEMENT

5. Works with Director of Student to ensure students are receiving supports needed to thrive in the least restrictive environment.
6. Works with the Director of Student Services to ensure critical facets of socioemotional learning are embedded throughout the elementary school curriculum.
7. Works with the Director of STEM Teaching, Learning, and Innovation that elements of STEM education are incorporated into elementary level programming.

Supervisory:

8. Regularly meets with direct reports to address issues of (a) curricular and pedagogical implementation and (b) socioemotional learning at the elementary level.
9. Periodically evaluates teacher planning at the elementary level to ensure consistency and equity across all District elementary schools.
10. Works with the Director of Secondary Teaching, Learning, and Innovation to ensure curricular alignment (Standards Aligned Systems) at the elementary level with secondary level coursework.
11. Collaborates with building principals to support pedagogical professional development as well as the evaluation for elementary school teachers in accordance with the state's teacher accountability framework.
12. Ensures direct reports have opportunities to explore, implement, and sustain innovative practices in project-based learning and design thinking through internal and external professional development opportunities.

Data Analysis:

13. Analyzes results of benchmark and standardized assessments (e.g., PSSA, WIDA) as well as performance/ teacher growth (PVAAS) with a focus on ELA and mathematics in Grade 3-5 and science in Grade 4.
14. Performs predictive analyses and creates data visualizations to inform Assistant Superintendent and Superintendent in decision-making.
15. Regularly supervises and monitors the progress of student outcomes in Grades K-5; works with supporting parties to implement innovative system(s) of academic interventions.

Equity & Inclusion:

16. Works through central office staff and building principals to ensure student growth (PVAAS)/ dismantling historical and predictable inequitable outcomes of historically underperforming students (underrepresented minorities, special education students, and low-income students) at the elementary level.
17. Ensures that elementary grades reflect diversity, equity, inclusion, cultural proficiency, and belonging of the perspectives and experiences of marginalized groups and global populations.
18. Supports the Director of Student Services to promote access, inclusion, and innovate practices in the District's Gifted Program.

Communication:

19. Works with Directors of STEM and Secondary Teaching, Learning, and Innovation to support the Board of Directors Educational Affairs Committee as well as publicly advocate for diverse/ innovative programming at the elementary level.
20. Translates Board of Directors policies related to teaching and learning at the elementary level into administrative practice by drafting administrative regulations for review and adoption.
21. Works with the Director of Human Resources and Business Manager in the preparation of staffing analysis and costs related to programming in all District elementary schools.



VACANCY ANNOUNCEMENT

QUALIFICATION MATRIX		
	Required	Preferred
Education	Masters Level Degree (degree must emphasize school administration and/or curriculum and instruction)	Doctorate (degree must emphasize school administration and/or curriculum and instruction)
Certification	Administrative I/II Principal PK-12 and Instructional II certification in one or more of the following areas: (a) Elementary Education K-6, (b) Reading Specialist K-12, (c) Special Education K-12, (c) Middle Grades (4-8) English or Mathematics	Requirement <u>plus</u> PA Superintendent Letter of Eligibility (must possess or near completion)
Experience	Minimum of seven (7) years of K-12 educational experience; of which at least two must be in a building or teacher level leadership capacity	Required <u>plus</u> history working extensively with <u>one or more</u> of the following subgroups: (a) Historically Underperforming Students (African-American, Hispanic, Native American), (b) Low Income Students (Title I Eligible), or (c) Diverse Learners (Special Education, English Language Learners)
...Programmatic	Experience implementing/ monitoring programs in (a) curricular design, (b) instructional practices, and/or (c) assessment in accordance with Pennsylvania Standards Aligned Systems (SAS)	Requirement <u>plus</u> experience with vertical (scope and sequence) and horizontal (interdisciplinary) curricular alignment
...Supervisory	Experience evaluating direct reports and classroom level educators using the state mandated evaluation instrument	Requirement <u>plus</u> history of mentoring/ coaching direct reports and classroom level educators
...Data Analysis	Experience using student data (descriptive analyses) to inform decision-making	Requirement <u>plus</u> facility with advanced data techniques (inferential analyses)
...Equity & Inclusion	Knowledge of the principles of diversity, equity, inclusion, cultural proficiency, and belonging	Requirement <u>plus</u> history of experience implementing principles in <u>one or more</u> of the following areas: (a) Curricular Content Development, (b) Student Performance Outcomes, or (c) Teacher Professional Development
...Communication	Must be able to convey complex ideas in oral and written form with clarity/detail	Requirement <u>plus</u> history of effective communication with parent, teachers, and community members

Equal Opportunity Statement

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VACANCY ANNOUNCEMENT

<p>Application Submission Process:</p>	<p>Applicants must submit: (1) a Cover Letter, (2) Resume/CV, (3) Official Undergraduate/ Graduate Transcripts, (4) Certifications, and (5) Three Letters of Reference via the District’s TalentEd application portal. <u>Note:</u> Applicants must have current ACT 34, ACT 151, and FBI clearances prior to start date.</p> <p><i>Inquiries should be directed to the Director of Human Resources Dr. Ethan Ake-Little (ekelittle@wssd.org) with the following subject line:</i></p> <p><u>Subject:</u> Inquiry Regarding WSSD Director of Elementary Vacancy</p>		
<p>Posting Expiration Date:</p>	<p>March 25, 2022 (11:59p.m.)</p> <p><u>Note:</u> Applications will be reviewed on a rolling basis until posting expiration date.</p>	<p>Start Date:</p>	<p>July 1, 2022</p>



VACANCY ANNOUNCEMENT

Job Title:	DIRECTOR OF SECONDARY TEACHING, LEARNING, AND INNOVATION	FLSA/ Employee Type:	ACT 93
Department/ Location:	Central Office SHMS/ Administrative Wing 200 South Providence Road Wallingford, PA 19086	Compensation Plan:	\$140,000 to \$160,000/ Benefits in accordance with ACT 93 Agreement
Reports To:	Assistant Superintendent	Posting Date:	March 1, 2022
<i>Overview/ Summary of Position</i>			
<p>The DIRECTOR OF SECONDARY TEACHING, LEARNING, AND INNOVATION is the District’s lead for secondary level education in the areas of curriculum, instruction, and assessment; teacher professional development; and supporting the growth of direct and indirect reports through effective management and coaching. This work will be grounded in promoting equitable student outcomes in accordance with the Strategic Plan as envisioned by the Superintendent.</p> <p><i>Note that this job description does not constitute an employment agreement between the employer and the employee and the employee may be required to follow other job-related instructions and/or perform job-related duties as requested, subject to all applicable state and federal laws.</i></p>			
<i>Supervision & Evaluation</i>			
<p>The <u>Director of Secondary Teaching, Learning, and Innovation</u> will have <i>direct</i> supervision over the following personnel:</p> <ul style="list-style-type: none"> ✓ Secondary (MS/HS) Department Chairs: (a) Language Arts, (b) Social Studies, (c) World Language ✓ Districtwide Department Chairs: (a) Performing Arts, (b) Visual Arts, (c) Library, (d) Family & Consumer Sciences <p>The <u>Director of Secondary Teaching, Learning, and Innovation</u> will have <i>indirect</i> supervision over the following personnel:</p> <ul style="list-style-type: none"> ✓ Grade 6/ 7/ 8 Teacher Leaders <p>The <u>Director of Secondary Teaching, Learning, and Innovation</u> will be evaluated annually by the Assistant Superintendent based on an evaluative instrument designed by the Assistant Superintendent and Director of Human Resources. This framework may include but is not limited to a formal and information observation of job performance, growth metrics, and an artifact file.</p>			
<i>Duties & Responsibilities</i>			
<p><u>Programmatic:</u></p> <ol style="list-style-type: none"> 1. Directs the articulation of the secondary (7-12) curriculum in the areas of language arts, social studies/ sciences, world languages, visual/ performing arts, and library sciences. 2. Responsible for the curricular mapping (scope and sequence) and interdisciplinary instruction in all assigned subject areas. 3. Collaborates with the Director of STEM Teaching, Learning, and Innovation to leads the development of 			



VACANCY ANNOUNCEMENT

an innovative districtwide assessment framework that supports all secondary teaching and learning.

4. Identifies, develops, and implements high impact innovative educator strategies with the goal of designing and leading professional development throughout the secondary level.
5. Creates a cohesive plan for the adoption and implementation of innovative instructional technologies with the intent of providing multiple avenues to access the curriculum.
6. Works with Director of Student Services to ensure that special education students in assigned subject areas are receiving supports needed to thrive in the least restrictive environment.
7. Works with the Director of Student Services to ensure critical facets of socioemotional learning are embedded throughout assigned subject areas.

Supervisory:

8. Regularly meets with direct and indirect reports to address issues of curricular and pedagogical implementation in assigned subject areas.
9. Periodically evaluates teacher planning in assigned subject areas to ensure consistency and equity in curricular mapping (Standards Aligned Systems).
10. Collaborates with building principals to support content knowledge professional development and evaluation for teachers in assigned subject areas in accordance with the state's teacher accountability framework.
11. Ensures direct reports have opportunities to explore, implement, and sustain innovative practices in project-based learning and design thinking at the secondary level through internal and external professional development opportunities.

Data Analysis:

12. Analyzes results of benchmark and standardized assessments (e.g., PSSA, Keystone, SAT/ACT, AP) as well as performance/ teacher growth (PVAAS) to ensure high quality teaching and learning in assigned areas.
13. Performs predictive analyses and creates data visualizations to inform Assistant Superintendent and Superintendent decision-making.
14. Regularly monitors the progress of student outcomes in assigned subject areas; works with supporting parties to supervise and implement innovative system(s) of academic interventions.

Equity & Inclusion:

15. Works through central office staff and building principals to ensure student growth (PVAAS)/ dismantling historical and predictable inequitable outcomes of historically underperforming students (underrepresented minorities, special education students, and low-income students) in assigned subject areas.
16. Ensures that assigned subject areas reflect diversity, equity, inclusion, cultural proficiency, and belonging of the perspectives and experiences of marginalized groups and global populations.
17. Supports the creation/ design of the secondary course catalog to ensure curricular rigor and diverse/ innovative offerings in assigned subject areas.

Communication:

18. Works with Directors of Elementary and STEM Teaching, Learning, and Innovation to support the Board of Directors Educational Affairs Committee as well as advocate for diverse/ innovative curricular programming in assigned subject areas.
19. Translates Board of Directors policies related to teaching and learning in assigned subject areas into administrative practice by drafting administrative regulations for review and adoption.
20. Works with the Director of Human Resources and Business Manager in the preparation of staffing analysis and costs related to teaching and learning in at the secondary level.

VACANCY ANNOUNCEMENT

QUALIFICATION MATRIX		
	Required	Preferred
Education	Masters Level Degree (degree must emphasize school administration and/or curriculum and instruction)	Doctorate (degree must emphasize school administration and/or curriculum and instruction)
Certification	Administrative I/II Principal PK-12 and Instructional II certification in <u>one or more</u> of the following areas: (a) English 7-12, (b) Social Studies 7-12, (C) Art Education K-12/ Music Education K-12 <i>or</i> (c) World Language (Spanish/ French/ Chinese) 7-12	Requirement <u>plus</u> PA Superintendent Letter of Eligibility (must possess or near completion)
Experience	Minimum of seven (7) years of K-12 educational experience; of which at least two must be in a building or teacher level leadership capacity	Required <u>plus</u> history working extensively with <u>one or more</u> of the following subgroups: (a) Underrepresented Students (African-American, Hispanic, Native American), (b) Low Income Students (Title I Eligible), <i>or</i> (c) Diverse Learners (Special Education, English Language Learners)
...Programmatic	Experience implementing/ monitoring programs in (a) curricular design, (b) instructional practices, and/or (c) assessment in accordance with Pennsylvania Standards Aligned Systems (SAS)	Requirement <u>plus</u> experience with vertical (scope and sequence) and horizontal (interdisciplinary) curricular alignment
...Supervisory	Experience evaluating direct reports and classroom level educators using the state's evaluation instrument	Requirement <u>plus</u> history of mentoring/ coaching direct reports and classroom-level educators
...Data Analysis	Experience using student data use (descriptive analyses) to inform decision-making	Requirement <u>plus</u> facility with advanced data techniques (inferential analyses)
...Equity & Inclusion	Knowledge of the principles of diversity, equity, inclusion, cultural proficiency, and belonging	Requirement <u>plus</u> history of experience implementing principles in <u>one or more</u> of the following areas: (a) Curricular Content Development, (b) Student Performance Outcomes, <i>or</i> (c) Teacher Professional Development
...Communication	Must be able to convey complex ideas in oral and written form with clarity/detail	Requirement <u>plus</u> history of effective communication with parent, teachers, and community members

Equal Opportunity Statement

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VACANCY ANNOUNCEMENT

<p>Application Submission Process:</p>	<p>Applicants must submit: (1) a Cover Letter, (2) Resume/CV, (3) Official Undergraduate/ Graduate Transcripts, (4) Certifications, and (5) Three Letters of Reference via the District’s TalentEd application portal. <u>Note:</u> Applicants must have current ACT 34, ACT 151, and FBI clearances prior to start date.</p> <p><i>Inquiries should be directed to the Director of Human Resources Dr. Ethan Ake-Little (ekelittle@wssd.org) with the following subject line:</i></p> <p><u>Subject:</u> Inquiry Regarding WSSD Director of Secondary Vacancy</p>		
<p>Posting Expiration Date:</p>	<p>March 25, 2022 (11:59p.m.)</p> <p><u>Note:</u> Applications will be reviewed on a rolling basis until posting expiration date.</p>	<p>Start Date:</p>	<p>July 1, 2022</p>



VACANCY ANNOUNCEMENT

Job Title:	DIRECTOR OF STEM TEACHING, LEARNING, AND INNOVATION	FLSA/ Employee Type:	ACT 93
Department/ Location:	Central Office SHMS/ Administrative Wing 200 South Providence Road Wallingford, PA 19086	Compensation Plan:	\$140,000 to \$160,000/ Benefits in accordance with ACT 93 Agreement
Reports To:	Assistant Superintendent	Posting Date:	March 1, 2022
<i>Overview/ Summary of Position</i>			
<p>The DIRECTOR OF STEM TEACHING, LEARNING, AND INNOVATION is the District’s lead for STEM (science, technology, engineering, and mathematics) related education in the areas of curriculum, instruction, and assessment; teacher professional development; and supporting the growth of direct and indirect reports through effective management and coaching. This work will be grounded in promoting equitable student outcomes in accordance with the Strategic Plan as envisioned by the Superintendent.</p> <p><i>Note that this job description does not constitute an employment agreement between the employer and the employee and the employee may be required to follow other job-related instructions and/or perform job-related duties as requested, subject to all applicable state and federal laws.</i></p>			
<i>Supervision & Evaluation</i>			
<p>The <u>Director of STEM Teaching, Learning, and Innovation</u> will have <i>direct</i> supervision over the following personnel:</p> <ul style="list-style-type: none"> ✓ Secondary (MS/HS) Department Chairs: (a) Mathematics and (b) Science ✓ Districtwide Department Chairs: (a) Technology <p>The <u>Director of STEM Teaching, Learning, and Innovation</u> will have <i>indirect</i> supervision over the following personnel:</p> <ul style="list-style-type: none"> ✓ Grade 6/ 7/ 8 Teacher Leaders <p>The <u>Director STEM Secondary Teaching, Learning, and Innovation</u> will be evaluated annually by the Assistant Superintendent based on an evaluative instrument designed by the Assistant Superintendent and Director of Human Resources. This framework may include but is not limited to a formal and information observation of job performance, growth metrics, and an artifact file.</p>			
<i>Duties & Responsibilities</i>			
<p><u>Programmatic:</u></p> <ol style="list-style-type: none"> 1. Directs the articulation of the secondary (7-12) STEM curriculum in the areas of mathematics, science, computer science, technology and engineering. 2. Responsible for the curricular mapping (scope and sequence) and interdisciplinary instruction in all assigned subject areas including the alignment of district STEM programs to state and national standards. 3. Leads the development and implementation of a comprehensive and innovative engineering program at the primary and secondary levels; responsible for the creation and supervision of a new districtwide department chair in engineering. 			



VACANCY ANNOUNCEMENT

4. Consolidates and enhances the district's computer science program at the primary and secondary levels.
5. Bolster current STEM academic coursework with CCSS, NGSS, and ISTE standards.
6. Develops and leads innovative districtwide professional development in STEM subject areas.
7. Creates a cohesive plan for the adoption and implementation of innovative instructional technologies with the intent of providing multiple avenues to access the curriculum.
8. Works with Director of Student Services to ensure that special education students in assigned subject areas are receiving supports needed to thrive in the least restrictive environment.
9. Works with the Director of Student Services to ensure critical facets of socioemotional learning are embedded throughout assigned subject areas.

Supervisory:

10. Regularly meets with direct and indirect reports to address issues of curricular and pedagogical implementation in assigned subject areas.
11. Periodically evaluates teacher planning in assigned subject areas to ensure consistency and equity in curricular mapping (Standards Aligned Systems).
12. Collaborates with building principals to support content knowledge professional development and evaluation for teachers in assigned subject areas in accordance with the state's teacher accountability framework.
13. Ensures direct reports have opportunities to explore, implement, and sustain innovative practices such as project based learning and design thinking through internal and external professional development opportunities.

Data Analysis:

14. Analyzes results of benchmark and standardized assessments (e.g., PSSA, Keystone, SAT/ACT, AP) as well as performance/ teacher growth (PVAAS) to ensure high quality teaching and learning in assigned subject areas.
15. Performs predictive analyses and creates data visualizations to inform Assistant Superintendent and Superintendent decision-making.
16. Regularly monitors the progress of student outcomes in assigned subject areas; works with supporting parties to implement innovative system(s) of academic interventions.

Equity & Inclusion:

17. Works through central office staff and building principals to ensure student growth (PVAAS)/ dismantling historical and predictable outcomes for historically underperforming students (underrepresented minorities, special education students, and low-income students) in assigned subject areas.
18. Lead initiatives to increase secondary opportunities and post-secondary pathways for historically underperforming students to engage and succeed in STEM fields.
19. Oversees the creation of innovative school and community/ business partnerships for students seeking extracurricular and/or career-related STEM experiences.

Communication:

20. Works with Directors of Primary and Secondary Teaching, Learning, and Innovation to support the Board of Directors Educational Affairs Committee as well as advocate for innovative programming in assigned subject areas.
21. Translates Board of Directors policies related to teaching and learning in assigned subject areas into administrative practice by drafting administrative regulations for review and adoption.
22. Works with the Director of Human Resources and Business Manager in the preparation of staffing analysis and costs related to teaching and learning in the assigned subject areas at the secondary level.



VACANCY ANNOUNCEMENT

QUALIFICATION MATRIX		
	Required	Preferred
Education	Masters Level Degree (degree must emphasize school administration and/or curriculum and instruction)	Doctorate (degree must emphasize school administration and/or curriculum and instruction)
Certification	Administrative I/II Principal PK-12 and Instructional II certification in <u>one or more</u> of the following areas: (a) Mathematics 7-12, (b) Computer Science 7-12, (c) General Science 7-12/ Biology 7-12/ Chemistry 7-12/ Physics 7-12 or (d) Middle Grades (4-8) Mathematics <i>and</i> Science	Requirement <u>plus</u> PA Superintendent Letter of Eligibility (must possess or near completion)
Experience	Minimum of seven (7) years of K-12 educational experience; of which at least two must be in a building or teacher level leadership capacity	Required <u>plus</u> history working extensively with <u>one or more</u> of the following subgroups: (a) Underrepresented Students (African-American, Hispanic, Native American), (b) Low Income Students (Title I Eligible), <i>or</i> (c) Diverse Learners (Special Education, English Language Learners)
...Programmatic	Experience implementing/ monitoring programs in (a) curricular design, (b) instructional practices, and/or (c) assessment in accordance with Pennsylvania Standards Aligned Systems (SAS); familiarity with CCSS/ NGSS/ ISTE standards	Requirement <u>plus</u> experience with vertical (scope and sequence) and horizontal (interdisciplinary) curricular alignment
...Supervisory	Experience evaluating direct reports and classroom level educators using the state's evaluation instrument	Requirement <u>plus</u> history of mentoring/ coaching direct reports and classroom level educators
...Data Analysis	Experience using student data (descriptive analyses) to inform decision-making	Requirement <u>plus</u> facility with complex data techniques (inferential analyses)
...Equity & Inclusion	Knowledge of the principles of diversity, equity, inclusion, cultural proficiency, and belonging	Requirement <u>plus</u> history of experience implementing principles in <u>one or more</u> of the following areas: (a) Curricular Content Development, (b) Student Performance Outcomes, <i>or</i> (c) Teacher Professional Development
...Communication	Must be able to convey complex ideas in oral and written form with clarity/detail	Requirement <u>plus</u> history of effective communication with parents, teachers, and community members

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<p>Application Submission Process:</p>	<p>Applicants must submit: (1) a Cover Letter, (2) Resume/CV, (3) Official Undergraduate/ Graduate Transcripts, (4) Certifications, and (5) Three Letters of Reference via the District’s TalentEd application portal. <u>Note:</u> Applicants must have current ACT 34, ACT 151, and FBI clearances prior to start date.</p> <p><i>Inquiries should be directed to the Director of Human Resources Dr. Ethan Ake-Little (ekalittle@wssd.org) with the following subject line:</i></p> <p><u>Subject:</u> Inquiry Regarding WSSD Director of STEM Vacancy</p>		
<p>Posting Expiration Date:</p>	<p>March 25, 2022 (11:59p.m.)</p> <p><u>Note:</u> Applications will be reviewed on a rolling basis until posting expiration date.</p>	<p>Start Date:</p>	<p>July 1, 2022</p>